

COLLEGIAN

STUDENT PUBLICATION

VOL. 38

AVILA COLLEGE, KANSAS CITY, MO., MARCH 1968

NO. 4

Avila Students To Participate In Collegiate Primary

On April 24, 1968 Avila students will be asked to make a choice concerning their candidate for Presidency, as well as their choice on referendum issues. Avila is one of many college campuses participating in Choice '68, the first National Collegiate Primary. All students enrolled in an American college are eligible for voting.

The national board conducting the primary has given suggestions and guidelines to follow in conducting the program. Although plans here on campus are tentative the committee handling the primary plans to use every means possible to acquaint students with the candidates and issues.

The candidates selected for the ballot include: Fred Halstead, Mark Hatfield, Lyndon Johnson, Robert Kennedy, Martin L. King, John Lind-

say, Eugene McCarthy, Richard Nixon, Charles Percy, Ronald Reagan, Nelson Rockefeller, George Romney, Harold Stassen and George Wallace. The referendum issues deal with the country's current involvement in Viet Nam, and one with the priorities of government spending in confronting the "urban crisis".

Although your personal choice (or for that matter the choices of all colleges participating) might make little or no difference in the workings of our country, you do have the opportunity to be part of the ever increasing power of the student voice.

Anyone interested in participating on the committee or in helping in any way should contact Rita Martin or Eileen Moone, and of course all students are asked to cast a thoughtful ballot.

EDITOR'S NOTE:

Due to the fact that THE COLLEGIAN is operating at a deficit, the staff is not able to publish eight issues as promised. THE COLLEGIAN is made available to the entire student body but the staff feels that next year it will almost be necessary to limit the distribution only to those students who have paid their activity fee. Even with this move it will be necessary to ask for an increase in the amount the COLLEGIAN receives from the activity fee. The \$468 received this year barely paid the expenses for the first two issues. The staff itself has raised the remainder of the money we have to keep our heads above ground for at the most two more issues.

Since most of our advertisers signed a contract for eight issues we will be obliged to repay the costs of the unused portion of the adver-

tising contract. If this occurs we may not even be able to print another two issues.

In recent weeks the COLLEGIAN staff has been criticised for the infrequency of the printing of the newspaper. This is perhaps first due to the fact that we are short on funds and wish to time the remainder of the issues throughout the semester. Secondly: What is happening on campus? For this issue we had to almost go out and create some news. Except in a very few instances we have had no response from the student body to any of the material printed in the paper. There have been many fine reviews this year, a guest editorialist in each issue, and coverage of student activities that have occurred within a reasonable length of time before or after the paper has gone to the printer; yet who has ever written a Letter to the Editor to the effect that they like or dislike what is printed?

Tutoring Program

For the past two and a half months, twenty Avila girls and Sister David Louise have been tutoring adults on Thursday evenings at one of the poverty centers here in Kansas City, Missouri. The head of the program is Roy Fralin, who is with the Human Resources Corp.

The purpose of the program is to prepare adults for a Government Equivalency Diploma (GED). The girls not only tutor the students in math and reading skills but also teach on the elementary and illiterate levels.

The program is a very worthwhile one because it is working on one of the main causes of poverty: a lack of education. The people who come to the center are those who have found from their own experience that it is necessary to have an education to get a good job. Many are mothers who must make sacrifices to come each week, but they want to learn all that they possibly can. Some are only on a sixth grade level, but they are willing to work the years that it will take to get a diploma.

The experience of working with people who have such sincerity and such a great willingness to learn is a priceless one. It is a learning experience for both students and tutors.

CALENDAR OF EVENTS

THURSDAY, March 7

EACT-NSA Department of Nursing meeting - 2:30 p.m.

FRIDAY, March 8

Hootenanny sponsored by the Sociology Club

SATURDAY, March 9

Hootenanny sponsored by the Mission Club

MONDAY, March 11

James Assard: Readings - 1 p.m.

WEDNESDAY, March 13

SNEA Meeting

FRIDAY, March 15

National Catholic Theatre Conference, March 15 - 16

Guest Editorialist "TO FACILITATE INDIVIDUAL PURSUITS"

The guest editorialist for this issue of the paper is Dean E. Tollefson. Mr. Tollefson is Vice-President of the Kansas City Regional Council for Higher Education and has acted as an advisory member to the Student Committee of KCRCHE.

To be asked to editorialize about student government is almost like being asked to walk the plank. However, it is at once a challenge and a pleasure to gamble on what's beyond the horizon and makes one's play, even if it means to bet beyond what is safe and respectable.

There are a number of conditions in the present circumstances in higher education which make "gambling" about student involvement a highly desirable venture. Let me identify only a few. First, there is a growing awareness of the impact that students have on one another. The question is, can that impact be developed in such a way as to make it a positive impact for learning? Some administrators and some faculty are recognizing student contribution as a highly valuable influence in improving the quality of higher education, that is, in making its commitments still more humane and learning still more relevant or intellectually sophisticated.

There is, also, the fact that students are insisting on being heard. They no longer function on the old, now very dated notion, that "Children are to be seen and not heard." Students may have always been full of themselves, but what we see today is a deeper self-confidence. Their seriousness, their sense of being worthwhile, and their ability to function responsibly are given credibility if one but looks at some of the campus, regional and even international programs which have grown from student efforts in the past few years.

Students are seeking involvement as never before. Their interest in participating with staff and faculty in the affairs which touch their own lives is now almost over-whelming. Such interest is a fine commentary on their own moral maturity. They are rightly insensed whenever they are ignored or excused for the very lame reason of being young or inexperienced. They have understood what some of the older set still have yet to grasp: That participation means just that and not "ruling the roost" or making contributions equal to that of each of the other participants. They insist on contributing what they can contribute and only a few of their number presume that

that's all there is. Could there be a healthier attitude on the part of the young in a democratic society?

But there is an added aspect to involvement which makes their quest for participation especially important, namely, that students are seeking a very PERSONAL RELEVANCE in their participation. I suspect that one of the major reasons student governments falter, and other organizations as well, is that many of its proponents still think in mass terms. This is the big dance, the all campus shows, the every-body-comes - and - nothing - else - happens - at - this - time, the lock-step approach to involvement. There are, of course, certain types of events which lend themselves to the kind of fun or frivolity or feigned sanctity where a loss of personal identity is really sought, but participation in these types of events is very limiting because the experience is so hollow, so insensitive, so unstimulating, so irrelevant. None of this provides really personal relevance in participation.

These are only some of the influences which are a part of the setting in which a discussion of the future of student government takes place. It is a setting of highly important influences for the improvement of persons in the quest for learning.

THE PRIMARY QUESTION I WOULD WANT TO ASK IS WHETHER THE TRADITIONAL FORMS OF STUDENT GOVERNMENT ARE ADEQUATE TO THE CHALLENGES WHICH STUDENT PARTICIPATION DEMANDS?

We would all no doubt agree that an organization, including government, ought to serve in assisting people to achieve the ends they seek. Stated another way an organization or government can and should serve as a VEHICLE which persons use in advancing toward their own goals.

Considering the needs which must now be met in the campus setting, we may, here-to-fore, have seen the functions of student government in too simplistic terms; too exclusive, too monolithic. We need to reconceive of student governance functions as well as reconceive the FORMS which it could and should take in serving these functions. A new era of student involvement is upon us, and new roles of students in campus governance need to be designed.

A few bench-marks could probably now be identified in mapping

out the new design of a type of governance which facilitates relevance in involvement. First, we should more fully and carefully take into account the wide range and depth of student interests. We need to sharpen our expectancy of the student's needs and provide maximum opportunity for the expression and enrichment of their interests.

Apathy is the withered core of interest. When one ignores interest, one ignores the growing edge of life itself. The great challenge in learning is to begin with a student's interests and assist her in developing those interests to the extent of her needs. This is what psychologists have called transactional learning. It is both personal and social. Governance patterns which are built on a commitment to student involvement will seek to maximize opportunities for individuals or small groups of students to do her or their "thing". Such patterns will support students' interests by finding resources for their development in other students (maybe upper-class students), faculty, staff or persons outside the college. For example, the interests of many upper classmen may have developed far enough in their own major to encourage them to be willing to actively assist the faculty in the teaching function. They might serve in the role of a junior colleague and in that experience facilitate the continued upward movement of their learning curve. Could we provide for their greater involvement with the faculty and therein combine greater understanding of the content of a discipline with their felt needs to be active participants in what is at once their own and the institutions primary pursuit?

If government is the organization of resources for the achievement of some designated outcome, then student government, and maybe other levels or areas of government as well, had better review its functions in order to meet its first demand - to facilitate individual pursuits.

COLLEGIAN STAFF

Managing Editor . . . Carol Stipetich
News Editor Mary Aylward
Feature Editor Diane Pinkley
Make-Up Editor Judy Wolski
Art Editor Mary Rita Davis
Business Manager . . . Cece Gatson
Staff: Pat Bartholome, Andi Richter, Mary Ann Shea, Karen Steinmetz, Mary Ellen Wegener.

Reviews

Ulysses

The transformation of a work of art from one medium to another is perhaps one of the most difficult, and if effective, the most exciting of creative achievements. *ULYSSES*, directed by Joseph Strick, would fall in the latter category. This conclusion was not, however, evident to me upon initially viewing the film. As I regard James Joyce as one of the greatest of all writers and was nearly convinced before I saw the film that it could not possibly do him justice, my first reaction was one of partial disappointment. Upon seeing the film a second time, my opinion was considerably more favorable, making me aware of the dangers involved in a too-close comparison between the original artwork and the reinterpretation in another medium. Some comparison is, of course, necessary.

The film was "faithful" to the book insofar as the general interpretation of characters and its over-all impact. The only character who deviated considerably from Joyce's conception was Stephen Daedalus, played by Maurice Rooves. The Stephen we find in the novel is far more cynically intellectual, far more bitter, than the screen portrayal of him. Rooves' Stephen is almost too gentle, causing this viewer to be too sympathetic toward him and subtly changing the significance of the final scene between Stephen and Leopold Bloom. T. P. McKenna as Buck Mulligan and Joe Lynch as Blazes Boylan gave well-polished performances which contributed greatly to the humorous scenes of the film. Barbara Jefford's blatant, yet sympathetic, interpretation of Molly Bloom, which succeeded in making Molly's "earth-mother" qualities human and somewhat appealing, was excellent. Leopold Bloom, as portrayed by Milo O'Shea, was one of the most beautiful, fully human characters this viewer has witnessed on the screen. In spite of Bloom's weaknesses, his vanity, sensuality, his loneliness and alienation from other men, he is made too lovable to be pitied by his great kindness.

The film, *ULYSSES*, has been said to have failed as an artistic achievement because in the transformation into the film medium, the stream-of-consciousness technique has been

retained. It seems, however, that the retention was necessary, for in Joyce's novel this technique is such an important integral part of the whole it seems impossible to disregard it. The technique is most effectively employed in what I consider to be the two most meaningful scenes of the film: the scene where Stephen is walking alone along the Strand, and Molly's concluding monologue.

The film as a whole proves to be a highly sensitive exploration of Joyce's main concern, life: that is, life in all its contradictions, frustrations resulting from attempts to understand the "void," in all its loneliness, in all its steaming sensuality, in all its beauty. If one word were sufficient to describe the value of this film, I would suggest as the highest praise possible, the adjective, "human."

Andi Richter

Guess Who's Coming To Dinner?

The film "Guess Who's Coming To Dinner", starring Spencer Tracy, Katherine Hepburn, Sidney Portier, and Katherine Houghton, combines great acting talent with only a sufficiently believable story. Though truly, as the advertisement says, a love story of today, many elements in the portrayal of the young couple of different races lack authenticity. John, the Negro doctor, of whom Joey becomes enamoured, is too good to be true. While it is only just to portray all groups of society using members of diverse ethnic groups, it must be remembered that the first requirement of a character, whether he be black, white, red or brown, is authenticity. John is not only thirty-seven years old, still living at home, handsome, and a widower. He is supermore. A partial list of his accomplishments include assistant professor at Yale, assistant head of the World Health Organization, and head of the London School of Tropical Medicine. While the film rightly makes a point for civil rights, it appears to go to the opposite extreme, making the Negro represented a superman, a man so much above our level that we once again categorize him and fail to see him as a person.

John is not the only character who is not quite real. Joey, John's intended, is an upper-class white girl raised in an extremely liberal atmosphere. An only child, it may be that this is the reason she expects complete agreement to her hasty, improbable plan of marriage within three weeks to John. Overly enthusiastic, Joey is blindly and willfully determined to drown any objections either set of parents might have to the marriage by frothing happily at the mouth. Joey is played by Katherine Houghton as a girl who is blind to all emotions except her own, a girl with no grasp on reality or the problems involved.

Both sets of parents acted in a believable manner, placing no credibility gap before the viewer. Joey's mother and John's father were particularly well portrayed, though each person's attitude toward the marriage was at opposite ends of the scale.

Unexpected blasts of humor, combined with utterly realistic and comic situations - involving both major and minor characters - contribute to a satisfying movie going experience. Consummate acting, even in a faulty story vehicle, is well worth the trip.

Diane Pinkley

1968 Rockhurst College Homecoming Queen



The Rockhurst College Homecoming Queen is Ellen King, a sophomore from St. Louis, Missouri.

Karen Steinmetz will present her senior Voice Recital, Friday, April 5th at 7:30 in the evening.

The Avila Art Department is . . .

Once in a while, in the rather drab, esoteric crises of learning, one comes across a department that exists, surprisingly enough, in an almost clandestine manner of secrecy. The Avila Art Department is operating in such a guise of obscurity. It is looked upon from afar by fellow students as some sanctified, holy shrine of creative spirit, alone and aloof from the mundane activities of the rest of the student body. Even I am not really in the proper position to judge something that I have just recently discovered, but I can deduct a good deal of the Art Department from the people that make up the core of the department.

Never in all my college career have I come into contact with a group of individuals more enthusiastic about their field. Boredom is a foible that is never encountered; maybe nervousness or procrastination, but never a lack of interest. The competitive spirit, which is necessary in the fine arts, is felt, but there is a tremendous amount of good will among the students and the teachers in relationship to the students. For the competitiveness of their profession, the department is remarkably free of any animosity. There is a willingness to give and share ideas as well as needed materials.

The teachers display an almost superhuman (which I am sure they would deny) dedication to serve their pupils to the utmost of their physical and mental ability. Probably the

biggest single asset to the department, Sister Joan Louise and Sister Georgiana Marie have made fantastic strides to keep their department abreast with the times. This year, for instance, the entire program was revamped for the incoming art majors so they will be able to take more art and more specialized courses in art in the four years at Avila. Practically all the requirements were doubled to allow the students to specialize in the area of art in which they wish to concentrate.

The Art Department has increased in enrollment this year at least three times over. The department admitted ten new freshmen and five transfer students in September of 1967. This increase is triple the amount any other department has received besides the standards of nursing and education.

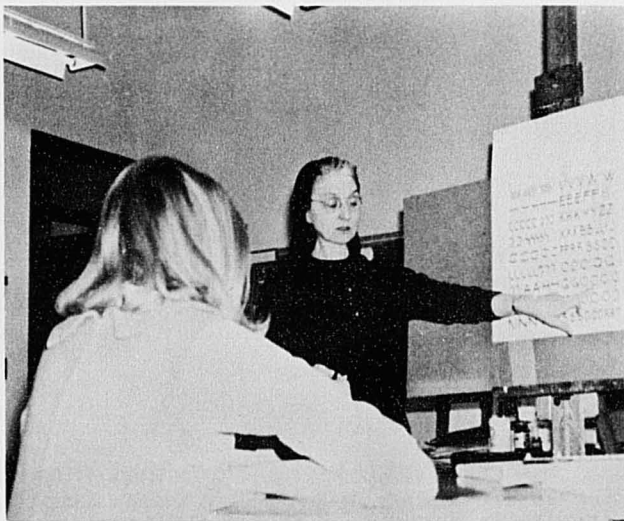
It would be hard to isolate a single reason for this surge of new students in a school this size. I would say first that the reputation of Sister Joan Louise and Sister Georgiana Marie has proved the most beneficial asset to the department. Both are active members of a community that encircles far wider than the entrenchments of the Avila campus.

The most rewarding experience in the art classes is the attitude that is transmitted during the lecture period. One clearly gets the feeling that each lecture is thought through particularly for the specific group of students' specific problems; not a lecture that was prepared for a

class five years ago and mimeographed year after year. Art is in too much of a flux, and we are granted the privilege of having two teachers who realize this changing mood of art and are willing to swim with it. Sister Joan Louise and Sister Georgiana Marie are two teachers who come into a new semester prepared; not just for one class, but for an entire semester of work. In short form, they care. They want to teach. It is not just something they are doing because it is a job they were asked to do. They made a deliberate choice to teach.

The Avila art student, in the informal gatherings with her teachers and classmates, gains an awareness of the happenings of the outside community, not only in art, but in the theater, music, politics, and even sports. In fact, it is impressed upon the beginning student that in limiting her horizons, she is limiting herself as a person and as an artist. The art student must be involved in life, "must lose her cool." Art students cannot live in a vacuum.

The plant of the Art Department is divided and yet not divided into two sections. The two general categories of sculpture and ceramics on the other can be divided into oil painting and lettering conducted by Sister Georgiana Marie and sculpture and ceramics and drawing conducted by Sister Joan Louise. The history and education courses seem to be distributed between the two.



"The teachers display an almost superhuman dedication to serve their pupils to the utmost of their physical and mental ability."

"They made a deliberate choice to teach."





If the enflow of students keeps growing, the department will undoubtedly outgrow its present home. One criticism by the students of the department is the lack of equipment and working space. But they were all willing to admit that they did not feel actually limited in their projects by this lack of equipment. Even Sister Joan Louise, I believe, looks forward to getting out of the "dungeon".

Since the average art student is hardly described as nonchalant, another criticism (of which there were only two) was the lack of variety in the courses offered. Art students tend to get "grabby" about their courses. They want more and more and Avila can just not fill the demands made. One of the hardest things to realize for us is the fine-line distinctions made between specialization and liberal education. It is hard to realize why one cannot take more of what one is truly interested in especially when one looks around at fellow students and sees the boredom and apathy and indifference shown toward their major fields. Sometimes it is difficult to swallow the fact that maybe more than one teacher's opinion might be invaluable for no other reason than to reassure a faltering opinion of one's own self-esteem in a field as unstable as art. That is why we are so fortunate in having the two teachers we do have in the Art Department.

The material I have stated here may not be totally accurate but it was written in a spirit of honesty and fairness. The attitude is hardly probing, but it was not written for an analytical audience. As I stressed at the beginning, the Art Department is always open to any student who wishes to increase her awareness of the arts.

— Pat Bartholome

"The Avila Art Department is looked upon from afar by fellow students as some sanctified, holy shire of creative spirit, alone and aloof from the mundane activities of the rest of the student body."



"The art student must be involved in life, 'must lose her cool.'"



"Art students cannot live in a vacuum."



Diane Pinkley

Having blown what is left of my mind, I find a certain despair overtaking me as I sit down (or fall down) to write (or bull) this column. Being of an unsound and un-analytical mind, it only occurred to me this second to evaluate the reasons for this, existential, so to speak, hell, in which I find myself with monotonous regularity.

One page in my personal book of Job must include the state of the union today. Between President Johnson and me is a credibility gap wide enough to hold the charge of the light brigade. I believe his conversation to the Viet-Nam bound soldiers he talked to in North Carolina went something like this: (though willfully misrepresented by the press) "Hi and good-bye to yew, fellow Amuricans. As I send yew off to die, I want each and every one of yew to know that Ladybird or I will personally plant upon your grave a tree, bush, or shruub" (May it be part of the above monolog was blatantly stolen from Fanny Flag, and that the rest appeared to me in an opium dream I had last week in Abnormal Psychology.)

Another flame in my burning bush (my, aren't we Biblical today) is a certain anonymous psychotic with whom I am housed (or apartmented). The possessor of but a feeble mind, this psychotic took it upon herself to buy a car from an "honest" used car dealer here in the cultural center of America. Showing even less judgement, she asked that I accompany her (doubtless for the purpose of beating off hopeful muggers and an occasional car out of control lunging at her) in this adventure.

It soon became evident that my friend was ready to bite at the crummiest minnow offered as bait. Unable to drive stick shift, a shifty salesman talked her into actually driving a vintage Chevy of questionable taste. Intent upon learning in five minutes the complexities of stick shift, she neglected to actually notice the car's knocking engine, leaking transmission, faulty ignition and tireless tubes. As the engine died at every corner, my friend could manage only a sick grin while listening to the beady-eyed salesman, explaining away the car's faulty existence. Engrossed as we were in his oratory, it was a few minutes before we realized the car, having slyly shifted into reverse, was heading directly for the front fender of the car in back of us. Yes, it happened, and I really don't think I care to discuss it further at this time.

Reviewing only a few of my recent misfortunes hasled me to order another case (24 cans) of flu. I'll pick it up now so pardon me if I leave in a huff — there's one on duty at the corner!?

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Letter to the Editor

Dear Editor:

We have a gripe!!!! As DAY STUDENTS, we are curious as to why no reasons were given or statements made with reference to the non-sale of postage stamps in the bookstore. As the change is very inconvenient to ALL — even dorm students — we would like reasons why stamps are not on sale in the bookstore.

ALL STAMPED OUT